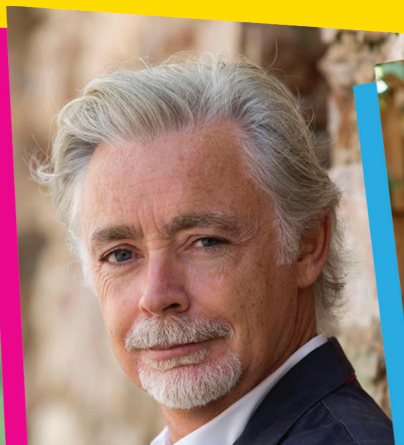
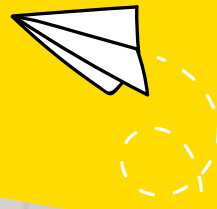


RESOURCE PACK



THE STORY MAKERS SHOW



Watch Tuesday 11 June



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Dear teachers, readers, librarians and dreamers,

Reading is a great way for children to better understand other people's feelings and perspectives.

Children with good empathy skills grow up to be good parents, citizens and workmates. Scientific evidence shows that reading and identifying with book characters builds real-life empathy.

Help teach kids what empathy is, why it is important and how to put it into action with some incredible authors and illustrators in *The Story Makers Show*, which will premiere on **Empathy Day, Tuesday 11 June 2019**.

To watch the show, all you need is a screen, an internet connection and a classroom of budding writers. The show is available from 9 a.m. on Empathy Day, so you can watch at a time that's convenient for your school timetable – it's also available on YouTube and via the Puffin Schools website. Tweeting teachers let @PuffinSchools know you're watching by using #ReadForEmpathy.

Outcomes for children on Empathy Day are:

- to learn what empathy is and why it is important
- to have an empathy experience through literature
- to help create a day that is different, imaginative and enjoyable, so children associate learning about empathy with feeling good
- to discover how reading can develop empathy and to want to explore further

What you can look forward to during the show:

- Eoin Colfer, author of *Artemis Fowl*, will be sharing his creative writing tips
- Take a trip to the City Farm with Sam Copeland, creator of *Charlie Changes into a Chicken*, to find out what animals are really feeling
- Draw-along with illustrator Sophy Henn: find out how to draw different emotions
- Discover how to walk in others' shoes with *Wonder* and the Empathy Explorers

Former Waterstones Children's Laureate Malorie Blackman will be inspiring kids to celebrate stories (and talking in cling-on), and Jacqueline Wilson will be sharing why she thinks empathy is so important.

Puffin Schools has worked with the experts at EmpathyLab, who founded Empathy Day. This pack is just a snapshot of the resources available to help you teach about empathy in the classroom. Visit their website to find out more about their pioneering work, teacher training sessions, and to get their in-depth teaching resources as well as assembly ideas www.empathylab.uk

Enjoy the show,

The Puffin Schools Team

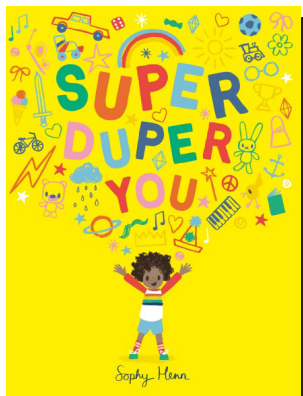




Book List



Key Stage 1

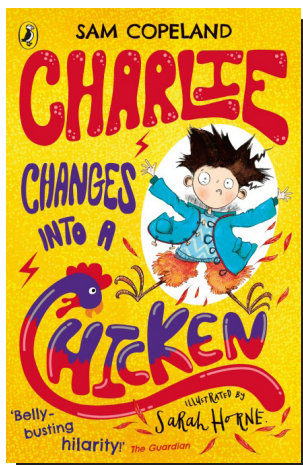


Super Duper You – Sophy Henn

Sometimes we are loud, sometimes we are quiet, sometimes bold and clanky, sometimes soft and cuddly.

Sophy Henn celebrates all the different, extraordinary and sometimes contradictory things we are in this joyful and colourful rhyming picture book. Perfect to read aloud – and then read again, and again!

Key Stage 2 and 3



Charlie Changes into a Chicken – Sam Copeland

Charlie McGuffin has an *incredible* secret . . .

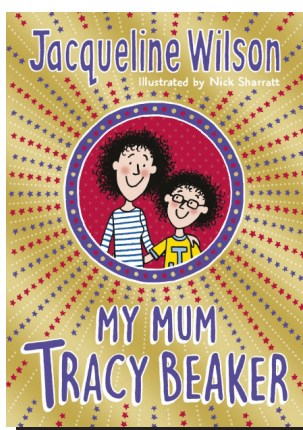
He can change into animals. All sorts of animals, in fact: a flea, a pigeon, even a rhino. Trouble is, it only happens when he gets worried, and right now Charlie has quite a lot to worry about:

His brother (who's in hospital).

His parents (who are panicking).

And the school bully (who has Charlie in his sights).

With the help of his three best friends, Charlie needs to find a way to deal with his crazy new power – and fast.



My Mum Tracy Beaker – Jacqueline Wilson

Jess and Tracy Beaker are the perfect team. They do everything *together*.

Jess thinks Tracy is the best mum ever, even when she shouts at her teachers!

Tracy has made the perfect home for Jess, leaving the Dumping Ground far behind her. Yes, their flat's a bit mouldy. It's only just big enough for two.

And the Duke Estate is a bit scary. But it's *their* happy home.

Until Sean Godfrey, Tracy's rich boyfriend, whisks them away to his mansion, to a life of fast cars and celebrity stardom. Will Jess's brilliant mum turn into a new person altogether? And will Tracy realize that her childhood dream might not be what she needs after all?





Key Stage 3



Artemis Fowl – Eoin Colfer

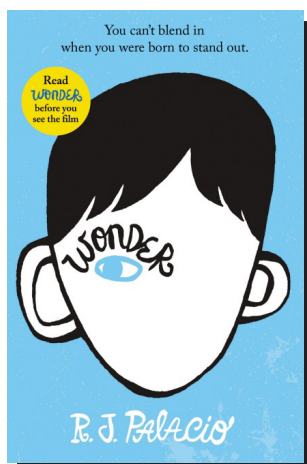
AT JUST TWELVE YEARS OLD, ARTEMIS FOWL IS A CRIMINAL GENIUS.

No scheme is too dastardly, no plot too devious. And he's just discovered that fairies are real. Poor fairies.

But these are not the cuddly creatures of bedtime stories. They are armed. They are dangerous. And when Artemis captures Captain Holly Short for her fairy gold, he messes with the wrong elf.

Holly isn't armed but she's *incredibly* dangerous, and pretty annoyed with all the kidnapping. Artemis Fowl is about to find out that fairies fight back . . .

Key Stage 3



Wonder – R.J. Palacio

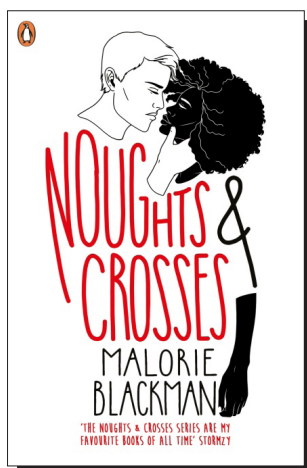
'My name is August. I won't describe what I look like. Whatever you're thinking, it's probably worse.'

Auggie wants to be an ordinary ten-year-old. He does ordinary things - eating ice cream, playing on his Xbox. He *feels* ordinary - inside. But ordinary kids don't make other ordinary kids run away screaming in playgrounds. Ordinary kids aren't stared at wherever they go.

Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all?

WONDER is a funny, frank, astonishingly moving debut to read in one sitting, pass on to others, and remember long after the final page.

Key Stage 4



Noughts & Crosses – Malorie Blackman

Callum is a Nought – a second-class citizen in a world run by the ruling Crosses . . .

Sephy is a Cross, daughter of one of the most powerful men in the country . . .

In their world, Noughts and Crosses simply don't mix. And as hostility turns to violence, can Callum and Sephy possibly find a way to be together? They are determined to try.

And then the bomb explodes.



How To Watch



The show will be available to view from 9 a.m. on Empathy Day, Tuesday 11 June 2019 – you can then watch it throughout the day at a time that suits your school timetable.

Schools watch the show in classrooms, school halls and libraries, either on individual laptops or using the Interactive white board.

The show is streamed via YouTube and on the Puffin Schools website – please check that your school allows YouTube to stream.

Don't forget to have pens and paper ready for the draw-along.

To watch, all you need to do is visit puffinschools.co.uk: a pop-up will ask how many people are watching – this is so we can work out how many people are tuning in.

After the show

The shorter videos that appear in the show can be found on the Puffin Schools website and will be available from 12 June.

The books featured in the show are available in all good bookshops and from school suppliers.

Tweet @PuffinSchools during the show using #ReadForEmpathy for a chance to win all the books featured in the show. Full terms and conditions are on the website.

Please contact puffinschools@Penguinrandomhouse.co.uk if you have any further questions.

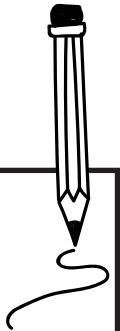
Name: _____

Age: _____

School: _____

My notes from the show:

Draw-along with the famous illustrator here



Create a story using this character!

My favourite part of the show was:

My Empathy Resolution is to . . .





Introduction to Empathy



Empathy Day
Tuesday
11 June 2019

Empathy is the ability to understand other people's feelings and connect with them.

EMPATHY

A beacon of hope
in our divided world

Why we need an Empathy Day

- Our public discourse is increasingly divisive
- Hate crimes are at their highest level since records began
- Our online lives can limit our experience of face-to-face human warmth
- Social media's algorithms drive us into silos, talking only to people like us

Empathy Day is all about helping us to understand each other better, to take some new steps on our empathy journey . . .

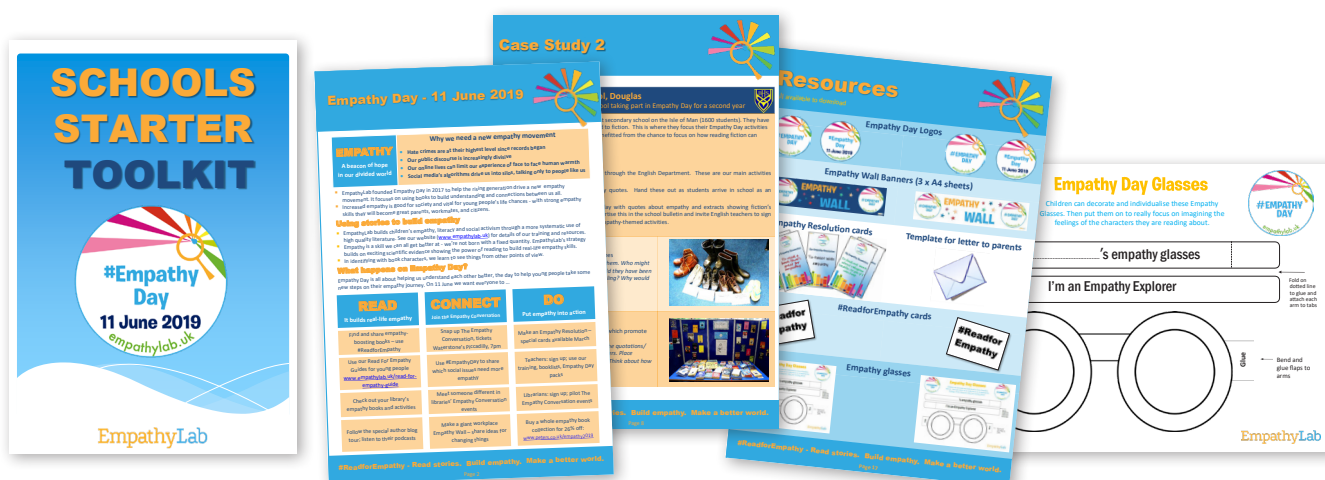
- Have a new conversation about harnessing empathy's power to build a better world
- Step out of our bubble and make new connections with each other
- Celebrate a dynamic new wave of empathy work in our schools and libraries

On Empathy Day we hope everyone will . . .

- Read: because stories and book characters build our real-life empathy
- Connect: make new connections with people, inspired by sharing stories
- Do: put empathy into action, in your home and your community

What EmpathyLab does

EmpathyLab is a new organization. We are incubating an empathy, literature and social-action programme for 4- to 11-year-olds. We aim to make a real difference to thousands of children's lives, story by story. There are **free toolkits** for schools wanting to take their first steps, but this year we are also offering a resource pack for schools that goes much deeper. The Primary Premium Toolkit includes a comprehensive range of resources and includes four assembly outlines and classroom activities to build perspective-taking and emotional vocabulary.





Empathy its importance, definition and malleability

Defining Empathy

Empathy is the ability to connect to other people's feelings and perspectives in a meaningful way. It is made up of three very distinctive elements, as illustrated in this framework, which are brought into play in different combinations at different times.

The Importance of Empathy

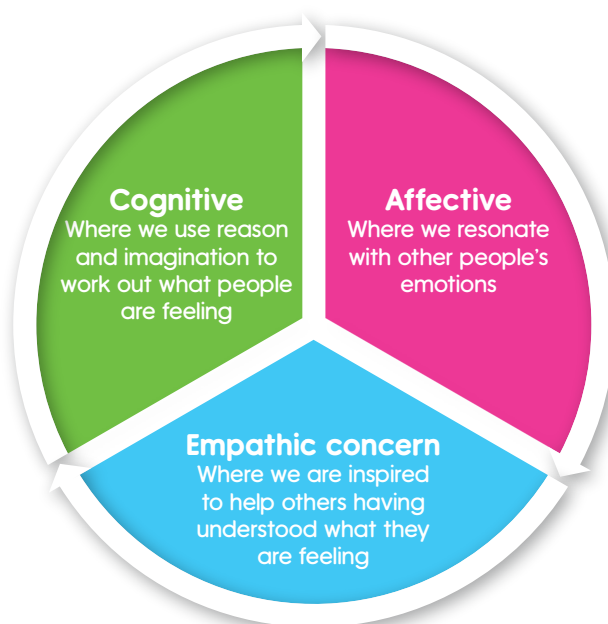
EmpathyLab sees empathy as a beacon of hope in our divided world; a much-needed force for connection and understanding. Equipping young people with strong empathy skills can be a major engine for social change, because understanding others helps us to become better citizens, partners and workmates.

Yet our children are growing up in a society with a major empathy deficit. Hate crimes are at their highest level since records began and there are growing concerns about the empathy-draining effects of social media. Increased empathy is good for society and vital for young people's life chances, especially in an increasingly global world.

Psychologists highlight empathy's central place in the bank of social and emotional skills young people need to thrive. Research reveals the significance of these life skills, showing that social and emotional skills are more significant for young people's academic attainment than their IQ.

94% of employers say that social and emotional skills are as important in the workplace as academic qualifications. The OECD spotlights the urgent need for investment in this area and in 2020 will report on a major study.

Empathy is a human SUPER POWER. Our brains help us to understand what people are feeling, THEN they can work out how someone else sees the world, AND FINALLY we can decide how we react and what we DO next.





The Science behind Empathy



How to build empathy

Humans are not born with a fixed quantity of empathy. With repeated experiences, practice and learning, our plastic brains can change, and 98% of us are capable of improving our empathy skills at any time in our lives.

Researchers posit a number of ways to develop these skills. EmpathyLab's distinctive strategy is based on using stories as a tool, building on research showing that reading can build real-life empathy. Scientists have identified that our brains react to fictional worlds as if they were real. The empathic emotions we feel for book characters helps us develop the same sort of sensitivity towards real people. Reading gives children a safe way to practise social skills.



¹ <https://www.gov.uk/government/collections/hate-crime-statistics>

² Public Health England, 'The link between pupil health and wellbeing and attainment', 2015.

³ Sutton Trust, 'Life Lessons', 2017.

⁴ Simon Baron-Cohen, Zero Degrees of Empathy, 2011.

⁵ Roman Krznaric, Empathy Revolution, 2015; Michelle Borba, UnSelfie, 2016.

⁶ Keith Oatley, Fiction: Simulation of Social Worlds, Trends in Cognitive Sciences, 2016.





My Mum Tracy Beaker: A Feelings Map

Aim:

Identifying with Jess's emotions

Outcome:

A large illustrated Feelings Map created by the class and smaller Feelings Maps created in pairs

You will need:

- An extract or copies of the book
- Colouring pencils

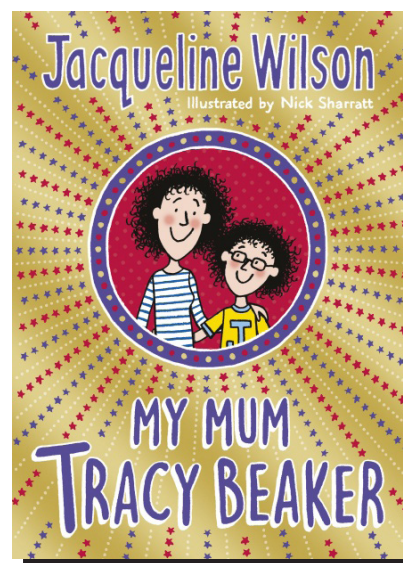
Introduction:

The aim of the activity is to identify and describe Jess's emotions in this scene of the story. **Why are identifying and describing emotions important empathy skills?**

Instructions:

Read aloud the first paragraph of the extract. Ask children to close their eyes and imagine how Jess is feeling. Then stop and ask for feedback: **'How does Jess feel when she's in the Peace Garden, usually?'** Write a sentence using the words they come up with on the whole-class Feelings Map. Then draw an appropriate expression on Jess's face.

- Repeat this activity with the next paragraph. **'When Tyrone enters the garden and Jess pretends to keep reading, how might she be feeling? How do you know?'** Model and extend as necessary – **'I wonder, does she perhaps feel angry as well as scared?'**
- Working in pairs or individually, children then either copy the first two points from the whole class Feelings Map, or write and draw their own. Then, using the extract, they complete two more – one for when Tyrone grabs Jess's book and pushes her off the bench, and one for how she feels afterwards, sitting in class with her knees bleeding, not having told anyone what happened.
- Colour code the map by colouring in the text box with a colour to match the emotion.
- While the children are working, the adult facilitator should complete the whole-class map.
- Ask children to share their completed maps with the rest of the group and explain their choices.





I feel ...



I feel ...



I feel ...



I feel ...



I feel ...



I feel ...



Classroom Activity



My Mum Tracy Beaker. Thought Tracking

Aim:

To explore how characters show empathy towards each other

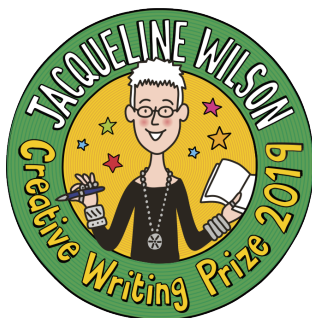
Outcome:

To write about Tyrone as Jess, to write about Jess as Tyrone

‘Sometimes characters in books are really good at being empathetic. What does that mean? It doesn’t mean just feeling sorry for them, does it, or just being kind? It means trying to see things from another person’s point of view, and working out how they are feeling and why.’

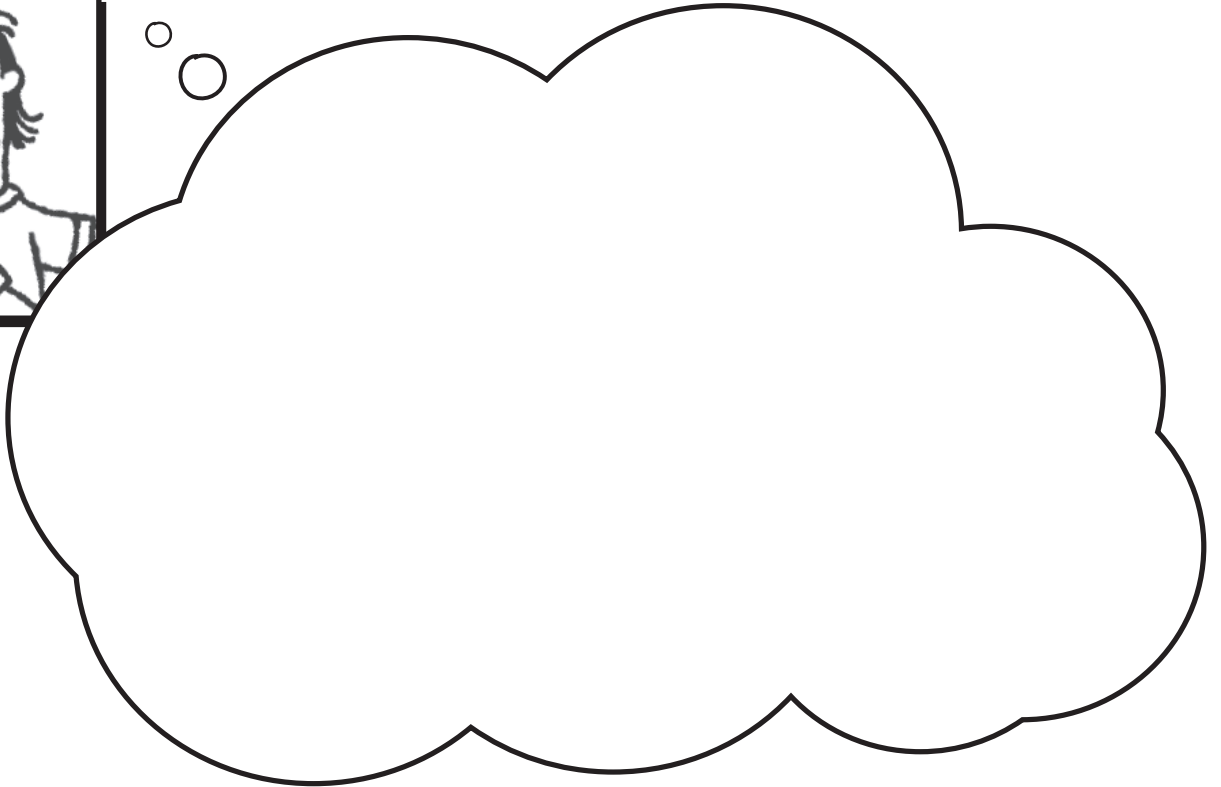
Instructions:

- Share the extract and explain that we are going to be Empathy Explorers. In this passage, are there any examples of the characters using empathy well? Let children read and discuss together, then share ideas.
- Explain the task. We are going to thought-track the two characters in this scene and imagine what they are thinking about the other person.
- Model thought-tracking in role as Tyrone – e.g. ‘**Jess must be excited about moving in with Sean Godfrey and leaving this dump. I bet she’s really happy to have a dog too. Why is she even bothering to come and see me? She’s not come to show off, I can tell. She must just be a really good friend.**’
- Then thought-track in role as Jess (or get a child volunteer to do it) empathizing with Tyrone – e.g. ‘**Tyrone looks really sad, sitting over there on his own. His eye look really sore too. It must be awful to be scared of your own mum. Maybe that’s why he used to beat me up: because he was angry and didn’t know how to let it out.**’
- Children then write a paragraph in role as either Jess or Tyrone, talking about the other character and how they might be feeling and why. These can be written in a speech bubble next to a picture of the character who is speaking.
- Choose a couple of children to share their writing, then ask children to vote on which character showed the most empathy in this passage and why. If either of them had been less empathetic, what might have happened instead?

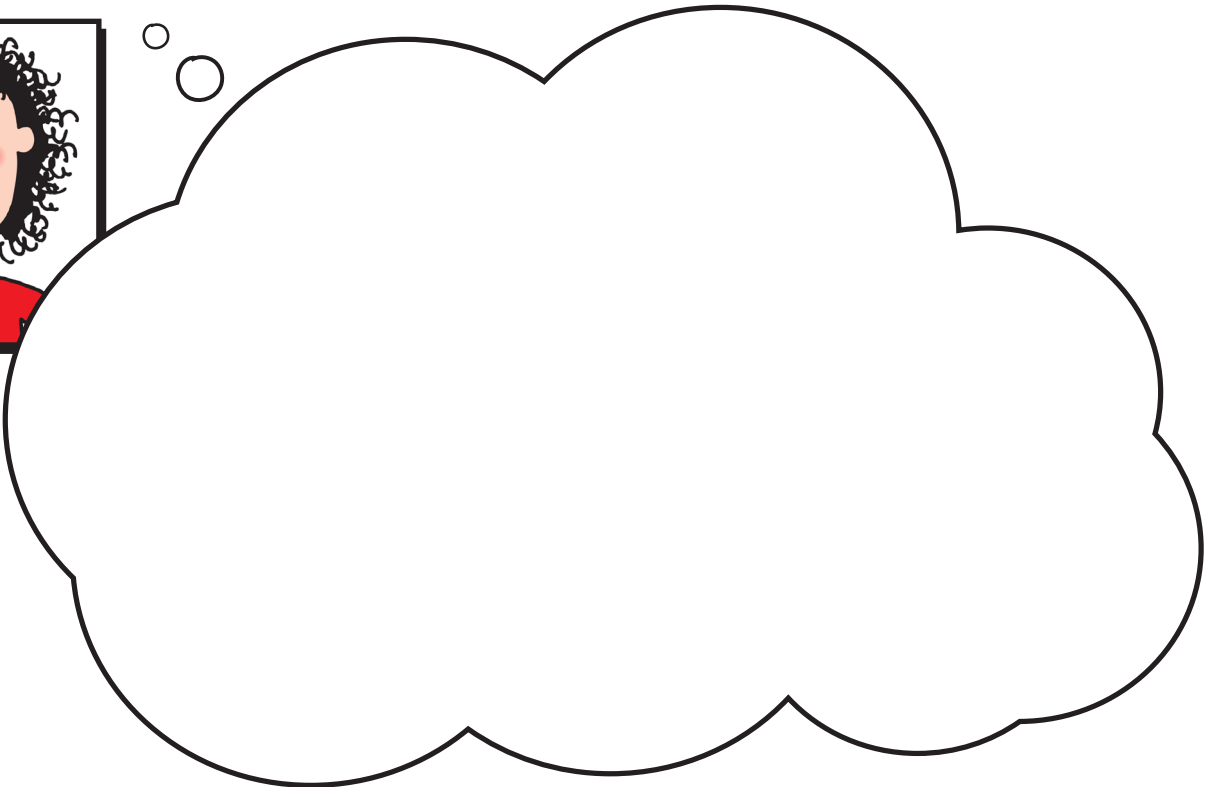


Don't forget to enter
the Jacqueline Wilson
Creative Writing Prize

Read the extract and write what you think Tyrone might be feeling . . .



Read the extract and write what you think Tracy might be feeling . . .



My Mum Tracy Beaker

Extract from pages 8-9

They couldn't do too much to me in lessons, and I hid from them in the playground. I haven't made many friends at Duke Primary, so I went to the Peace Garden to read. It's my favourite place. It's got a hedge all round it so you feel safe. There are flowers and a small fountain and a bench and a little winding brick path. Best of all, hardly anyone goes there.

But one lunchtime Tyrone came looking for me. He barged right into the Peace Garden, his mates following, and my tummy went tight, but I tried not to show I was scared. I just went on reading.

'Why do you always have your head in a book, Geeky? Hey, I'm talking to you!' said Tyrone, standing right beside me. I kept my head bent, making out I was too engrossed in my book to hear him. Then he snatched the book away, though I kept looking down, my eyes flicking from side to side as if I was reading a story written on my school skirt. That really annoyed him, so he suddenly shoved me right off the bench, onto the brick path. My glasses fell off, and I hit my head and grazed my knees. I didn't cry. I just lay there.

'It's your own fault. You shouldn't just ignore people,' said Tyrone. 'Don't make out you're hurt!'

I was hurt, but I managed not to cry. I throbbed all through afternoon lessons, and by going-home time I had a big bump on my forehead and my knees were still bleeding.



Charlie Changes into a Chicken: Feelings Detective Files

Aim:

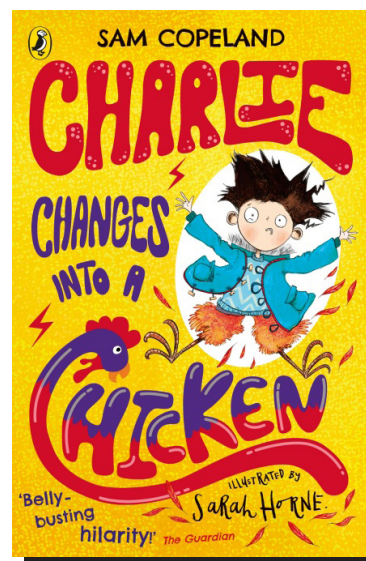
To deduce a character's feelings

Outcome:

Feelings Detective File on Charlie

You will need:

- Photocopies of Feelings Detective worksheet
- Magnifying glass (optional)
- Extract or copies of the book



Introduction:

Understanding how other people are feeling is an important part of empathy, and we can use stories to practise this skill. If a writer doesn't tell us directly how a character is feeling, how else might we work it out? What other clues, or evidence, as Charlie calls it, could we look for? Don't forget to investigate context, actions, behaviour and body language. Can you think of any other clues?

We are going to be Feelings Detectives, looking closely at the text and working out how Charlie is feeling in this scene.

Instructions:

Display the Feelings Detective File on the IWB

- Hand out smaller copies to the children – along with a magnifying glass prop if you have one.
- Read aloud the passage from the book and then fill in the first box together:

What is the
context?

How do
you know?

What clues
can you find?

- Children work with a partner to complete the rest of the boxes, then write at the bottom of the sheet a couple of sentences about how they think Charlie is feeling and why.
- Ask children to explain the clues they have found and what they have deduced about how Charlie is feeling.
- Try making Feelings Detective Files for characters in other books too!

**Get a full resource pack about managing
'Big Feelings' from the Puffin Schools website**



What is the context?

How do you know?

What clues can you find?

How is Charlie feeling?



Charlie Changes into a Chicken

As soon as Charlie and his mum and dad got home from visiting SmoothMove, Charlie ran straight upstairs to his bedroom. He dived into his bed, under his duvet, and tried not to think about the ‘big scan’ that his brother had just been telling him about. After a while, he wiped his eyes and propped the duvet up with a tennis racquet to turn his bed into a tent. Once the tent was steady and stopped collapsing, he switched on his torch and began reading his favourite book. Charlie’s favourite book was about volcanoes. It had pictures of massive explosions and orangey-red lava, and he liked to imagine he was escaping certain death by sliding down the volcano, surfing lava and dodging explosions. The sound of his parents arguing downstairs rumbled through the house, low like thunder. Charlie closed his book. He couldn’t concentrate. Darkness had fallen outside, and the street light outside Charlie’s window was making uncanny shadows on his bedroom wall. The silhouettes of the tree branches looked a little too much like long, clutching witches’ fingers for Charlie’s liking, so, quick as a flash, he sprang out of bed and pulled his curtains together.



Classroom Activity



Charlie Changes into a Chicken: Synonym Snap

Aim:

To develop a range of emotional vocabulary

Outcome:

A game of Synonym Snap

Introduction:

Charlie experiences a wide range of emotions in this story. We are going to look closely at a particular passage and try to think of as many words as we can to name the emotions he is experiencing. **Why is it important to have lots of different words with which to name and describe emotions? How might it help us practise empathy?**

Instructions:

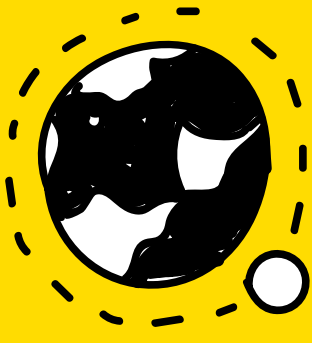
- Ask/remind children of the meaning of the word synonym. Hand out small pieces of card on which children are to write all the words they can think of to describe Charlie's emotions after they listen to the passage.
- The adult reads aloud the passage while children listen, then children have one minute to write feelings words on the cards.
- Display a large chart with three emotion words which correlate with Charlie's main feelings in the passage.

Emotion word	Synonyms
Sad	
Worried	
Terrified	

- Hand out smaller copies of the chart to children (make sure several word cards can fit into each synonym box).
- Ask if anyone has any words which match with 'sad'. If so, stick them in the synonym box on the grid. Children then work in pairs to complete their charts.
- Once completed, play Synonym Snap as a whole group. Each pair takes turns to read out their synonyms and the rest of the pairs shout 'Snap!' if they have the same word. Optional point-scoring: one point for every word, two points for a word no one else has. No points if it's not a synonym.

Reflection:

Have you learned any new emotion words today? Which is your favourite and why? Which word do you think best sums up how Charlie feels in this scene?



“Reading allows us to view the world – and ourselves – through another’s eyes and to walk in their shoes for a while, developing understanding. This is the very essence of connecting and communicating with others”

MALORIE BLACKMAN

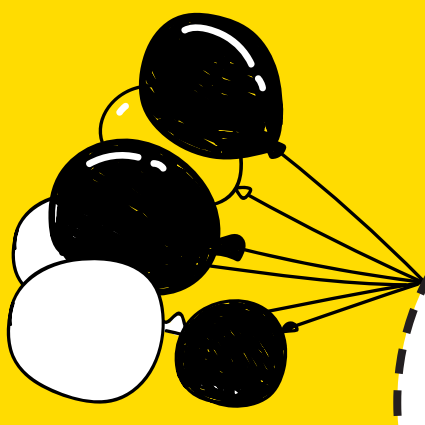




“Reading is such a wonderful way to bring people together in a world that increasingly seeks to build walls and barriers between us”

MALORIE BLACKMAN

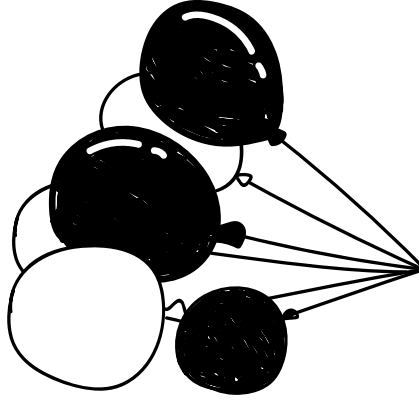




“To be a successful
human being you need
to be in touch with
other people’s feelings”

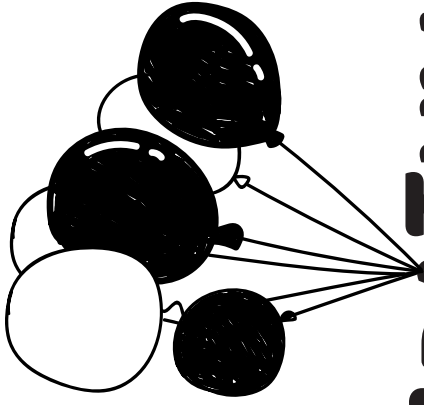
JACQUELINE WILSON





EMPATHY

The ability to understand
and share the feelings
of another



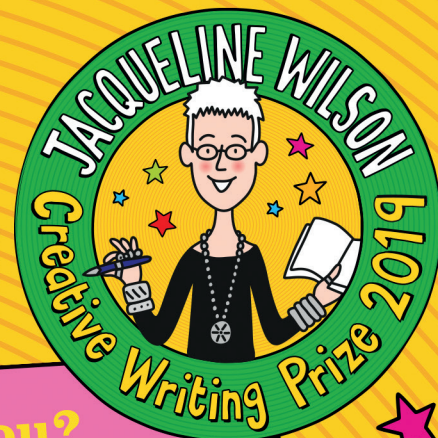
MY EMPATHY RESOLUTION

is to

.....
.....



ENTER THE JACQUELINE WILSON Creative Writing Prize!



Do you have a story in you?

Then tell us a tale for a chance to **WIN** the Jacqueline Wilson Creative Writing Prize 2019. One lucky winner will have their **story published in a Jacqueline Wilson book!** They'll also receive **a school visit from Jacqueline, a Microsoft Surface, £100 WHSmith voucher, a year's subscription to First News, AND a book bundle for their school library.**

500 runners up will also get their names published in the same Jacqueline Wilson novel!

If you are between seven and twelve years old then you are eligible to enter this awesome competition. All you need to do is write or send us a story you have written. Your story should be between 750 and 1000 words and meet the terms and conditions – so be sure to give them a read!



HOW TO ENTER

Visit www.jacquelinewilson.co.uk/creativewriting or fill in the form below and send us your story by mail to The Jacqueline Wilson Creative Writing Prize 2019, Penguin Random House Children's Publicity, 7th Floor, 80 Strand, London WC2R 0RL.

The competition closes on 2nd September 2019. Entries must be approved by a parent, guardian or teacher. Please visit www.jacquelinewilson.co.uk/creativewriting for full terms and conditions



YOUR INFORMATION

Entrants must be residents of the UK or the Republic of Ireland

First Name:

Last Name:

Date of birth:

School (if applicable):

Entrant email address:

PARENT'S/GUARDIAN'S INFORMATION

Please ask your parent or guardian to fill in this section.

First Name:

Last Name:

Relationship to entrant: ☐ Parent ☐ Guardian ☐ Teacher

Phone number:

Email address:

☐ I approve the entrant's participation and agree to the terms and conditions of this competition

☐ I would like to sign up the entrant to receive regular updates from the Jacqueline Wilson newsletter

SUBMIT YOUR STORY

Please note that your story will be rejected if the length is more than 1000 words or if it contains any inappropriate words, themes or any of your personal information. Your story can't be returned, so remember to save a copy in a separate location before you send your letter in! T&Cs

Story title:



Write your story here:

