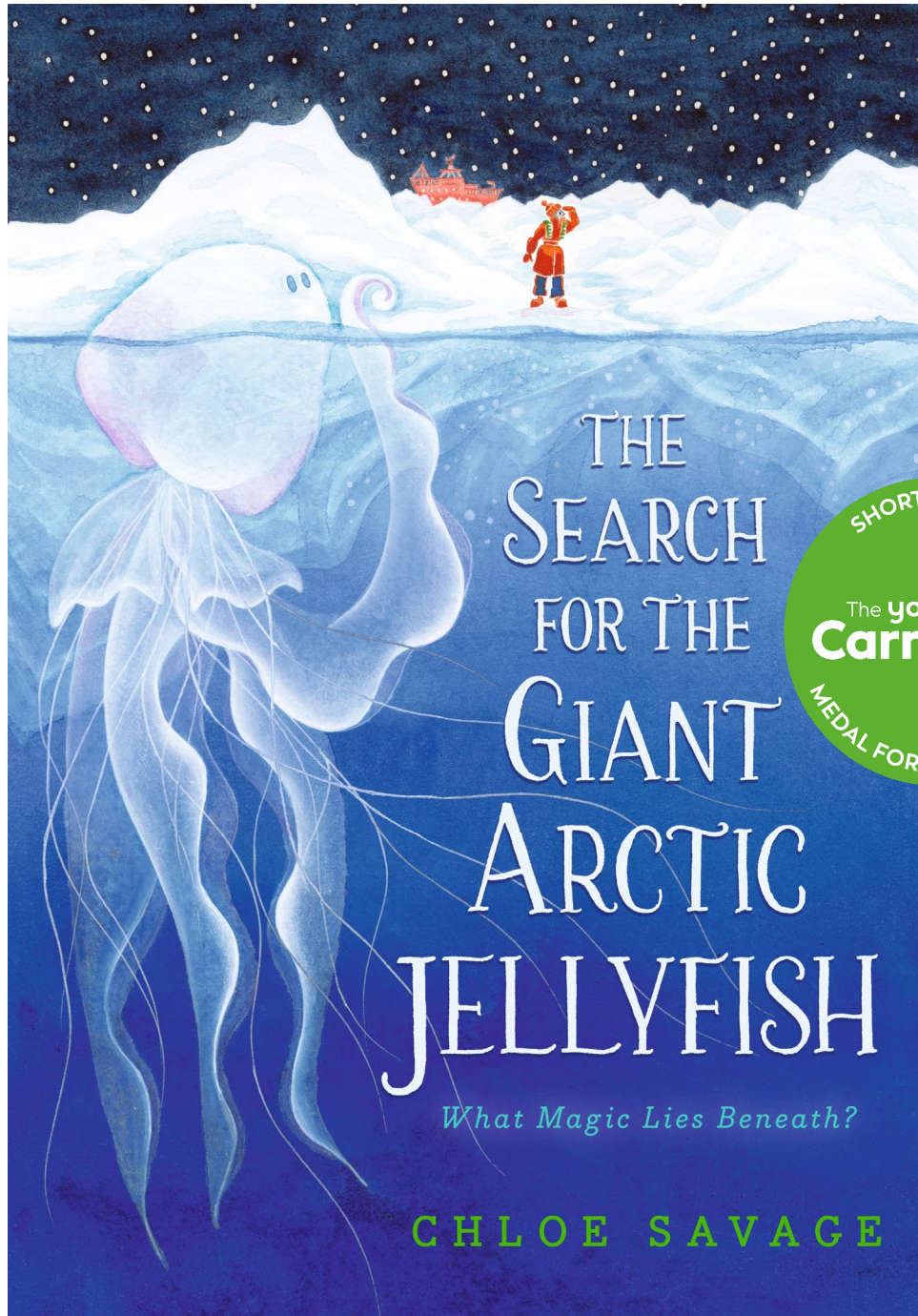


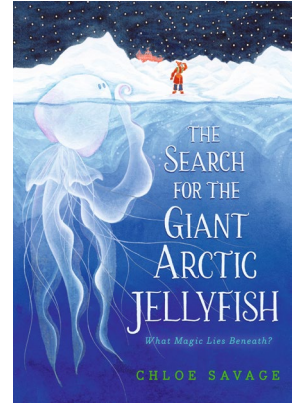
The yoto Carnegies



The Yoto Carnegie Shortlist 2024 Shadowing Resources



Activities for The Search for the Giant Arctic Jellyfish Illustrated by Chloe Savage



General Activities for all books

- Lego Fun: Create a scene from one of the books using Lego or other building materials/toys.
- Shadowing Scrapbook: Document your journey through the 2024 Shadowing period. This can be used to record books and activities discussed in each session, as well as offer a creative space for reviews, reflection and anything else you might like to add.
- Take the title or first line from each of the shortlisted books and create a poem or story by combining them with words and phrases of your own.
- Carnegie Washing Line: Cut out shapes of clothes (e.g. socks, tops, trousers etc) using cardboard and write quotes from the Medal for Writing books and pictures from Medal for Illustration and hang on a washing line with pegs to display. Group members could do this as an activity in the session if time allows or asked to do at home and then to bring to the next session.
- Think of some questions you would like to ask the shortlisted authors and share them on social media using the hashtag **#YotoCarnegies24**
- When Worlds Collide: Select two characters, each from a different shortlisted book. Imagine what they would say to each other, if they met. How would they behave? You could improvise this, or write a script or short story that describes the encounter. E.g, Erik from Crossing the Line meets Growls from Steady for This.
- Carnegie Touch and Taste:
 - Touch: Curate a selection of items inspired by the shortlists, place them into a drawstring bag and have shadowers try to identify each item using touch. As time goes on, and shadowers become more familiar with the shortlisted books, you can expand the game to include guessing the title of the book based on the collection of items in the bag.
 - Taste: Mine the shortlisted titles for references to food and use this to spark discussions about food they like and dislike. You could encourage everyone to bring a snack each week, focusing each session around one of the titles. Alternatively, you could throw a shortlist celebration party and have everyone contribute a dish inspired by one of the shortlisted books. and then offer them to try different foods from the shortlisted books. Make sure you have a conversation about allergies and dietary requirements well in advance!
- The Shadowing Tree: ask shadowing group members to write very short reviews or info about characters on leaf shaped cutouts or sticky notes. The cutouts could be hung on an artificial tree, or a real one, depending on your setting, whilst sticky notes could be arranged on a poster and displayed in the library.
- 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.

- Rewrite the ending of one of the shortlisted books. What have you changed, and why? Does it alter how you feel about the story?
- Have a go at creating spine poetry by using the titles of the shortlisted books as phrases/words. Share your creations online using the hashtag **#YotoCarnegies24**
- 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.
- 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.
- 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.

Book Activities

1. Can you think of any other animals that everyone talks about but no one has seen? Do you think that there are new species of animals yet to be discovered?
2. If you were packing to go on a long sea voyage, what would you take with you? Draw or list five items/ pieces of equipment that you think would be essential for your journey.
3. Get crafty and try making your own Giant Arctic Jellyfish. There are lots of online tutorials which use common household items such as bubble wrap, wool and paper plates or cups. You could challenge yourself to only use upcycled materials such as plastic bags and bottles.
4. Dr Morely is a research scientist and will present the findings of her expedition once she reaches home. Her team has collected lots of important measurements and scientific samples on the journey but what did we really find out about the Giant Arctic Jellyfish in this book? Try presenting your information to the rest of your group as a live news bulletin or on paper as a news article or a scientific report.
5. Journaling is a great way to work towards a long-term goal. Try starting your own journal by taking time to think about your thoughts and feelings as well as your hopes and dreams for the future.
6. The book includes several cross-section illustrations of the boat. Create a cross-section drawing of a building of your choice. You might want to draw a cross-section of your house, or your school, for example.
7. If you undertook your own expedition, which home comforts would you miss the most?
8. Draw some new backgrounds for the ship and crew and position a cut out of the Great Arctic Jellyfish hiding from them. How creative can you be with those hiding places?

Title: The Search for the Giant Arctic Jellyfish
Illustrator: Chloe Savage
Publisher: Walker Books

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 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.

These notes have been written with children aged 7–11 in mind. However, this is a sophisticated picture book which has scope for it to be interpreted in different ways with pupils of different ages.

Reading the book and close reading of illustration:

- *The Search for the Giant Arctic Jellyfish* is a playful exploration story that has something for everyone, combining hide-and-seek, scientific curiosity, mythical creatures, graphic novel elements, detailed cross-sections, split perspectives above and below the waterline and human themes of persistence and following your dream. Chloe Savage is both the author and illustrator and often uses words and pictures to tell two different stories, so extended time should be given to closely read the illustration and text.
- Begin by looking at the front cover. *What can you see here? What do you think is happening? Where do you think the story might be set?* Open the book out to consider the back cover, but without reading the blurb. *What else can you see? Who do you think these people are, and what might they be doing, thinking or feeling? Do you think they all feel the same?* Children may observe the front cover character looking away from the jellyfish dominating the illustration. Now read the title, *The Search for the Giant Arctic Jellyfish — What Magic Lies Beneath?* *picked out in silver foil, like the falling snow. What does this add to your thinking? Why do you think the choice was made to use silver foil? What might all this suggest about the book you are about to read?*
- Share the iceberg landscape and map endpapers, then the publisher and title pages, showing a posed crew photo at 90° (the North Pole) and an array of clothing and equipment. *How do these images refine your predictions about the story? What do they make you think about the story you are about to read?*
- Now share the first spread. *What do we find out about Dr Morley from these images? How do the vignettes of her mapping the course, in her laboratory and dressing for the cold compare and contrast with the wordless image of her swimming with jellyfish? Why do you think these two types of image have been used - the practical and the 'bigger picture'?* Share the next double-page spread, a cross section as the ship prepares for departure. Allow time and space for the children to closely read the cutaway illustration. *How does this view convey what is going on, what details stand out for you?*
- Share the double-page spread showing the ship set sail. *What does this spread make you think about? How does it make you feel? How does it sit with the mood of the words 'leaving ease and comfort of home' behind?* Children might note the distribution of dark and light, the palette of the port and the open sea. Go on to the next spread as the ship enters the Arctic Circle. Encourage the children to consider how the message in the words sits with what the illustration shows. *What do you notice underneath the ship? Children will spot the jellyfish in the midst of the narwhal pod, a first example of where the story told by the words is at odds with what is shown in the picture. How does it affect our reading of the story to see the viewpoint from both above and below the waterline?*
- Share the next five spreads as Dr Morley's team seeks out the jellyfish. Allow time and space for the children to closely read the details. *What do you notice in each illustration. What do we see that the explorers do not? What other natural phenomena do you observe? Why might the choice*

have been made to keep the aurora spread wordless? How does enabling us to view below and above the waterline help to tell the story?

- Read on to the end of the book, allowing time and space for the children to unpick how the illustrations and text work together to bring the story to its resolution. They might comment on the panels that show life on board; the full-bleed spreads that show the grandeur of wild nature, the way that 'all hope for her dream begins to fade; the final spread of the jellyfish and Dr Morley face to face. How does the final spread make you feel? *What makes you feel this way? What do you think the words 'Wait, could that be...' suggest? What is the ending given by the words, by the pictures, by both together?*
- 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 does the way the text and illustration work together — the use of full-bleed spreads, cutaways, vignettes and panels; the view above and below the waterline; the book's distinctive palette — deepen their engagement with and understanding of the story?*

Engaging in illustration:

- Before she became a children's book illustrator, Chloe Savage's background and training were in opera, film and television set design. She tells the story of Dr Morley's quest with a strong sense of dramatic composition, and a distinctive palette, the pop of red boat and clothing against the saturated blues of sea and sky, the silver white of ice, the dance of the aurora, the horizontal division of the waterline, what we see and what the crew sees. Revisit a range of different spreads to see how the illustrations convey this theatrical sense of drama and perspective, e.g., the beluga whale, orca, polar bear, aurora spreads; the panels and vignettes that show human activity on and off the ship. *How is the dedication and curiosity of Dr Morley and her team, to which nature appears oblivious, conveyed?*
- Invite the children to focus on the dual narrative that a page split at the waterline can tell. Explain that you will be creating an illustration that can support more than one interpretation. Begin by showing where your (horizontal) waterline will be, referring to the book to see how high up the page it is. Decide what will be happening above the line — *will it be on land or ice, on the ship or a dinghy?* — and what will be below: remind them that in these regions only the 'tip of the iceberg' is seen, so much is below the surface — *what other creatures might they show alongside the jellyfish, and will this be in plain sight or hidden?* Once they have a drawing they like, they could add colour from the book's distinctive palette of red, blues and whites, using pencil or watercolour. Afterwards, reflect on the work together, and 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.